

## Mauldin Elementary

1194 Holland Road  
Simpsonville, South Carolina 29681

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	1,104 Students	
<b>Principal</b>	Michael J. Parker	864-355-3700
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Charles J. Saylor	864-268-3128

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	35	13	1	1

## IMPROVEMENT RATING

## GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

## ADEQUATE YEARLY PROGRESS

## YES

This school met 23 out of 23 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Below Average	Yes
<b>2005</b>	Good	Average	No
<b>2006</b>	Average	Good	Yes

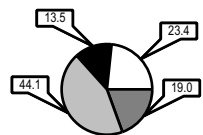
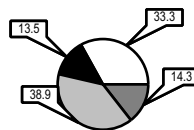
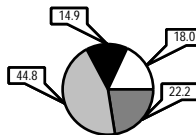
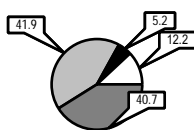
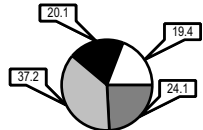
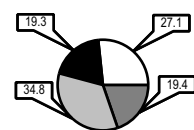
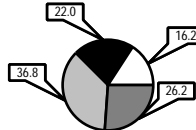
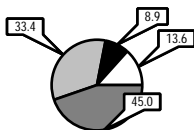
**DEFINITIONS OF SCHOOL RATING TERMS**





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	520	97.7	11.4	41.9	41.4	5.3	60.9	Yes	Yes
<b>Gender</b>									
Male	263	97.3	13.8	45.6	37.2	3.3	55.2	N/A	N/A
Female	257	98.1	9.0	38.0	45.7	7.3	66.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	281	98.6	6.8	34.7	51.7	6.8	72.8	Yes	Yes
African American	160	96.9	22.7	50.4	24.1	2.8	41.1	Yes	Yes
Asian/Pacific Islander	26	100.0	0.0	33.3	54.2	12.5	79.2	I/S	I/S
Hispanic	47	93.6	10.5	65.8	23.7	0.0	34.2	I/S	Yes
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	458	99.1	8.7	41.5	43.9	5.9	64.6	N/A	N/A
Disabled	62	87.1	34.7	44.9	20.4	0.0	28.6	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	520	97.7	11.4	41.9	41.4	5.3	60.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	26	92.3	15.0	55.0	30.0	0.0	35.0	I/S	I/S
Non-Limited English Proficient	494	98.0	11.3	41.3	41.9	5.5	62.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	178	96.6	21.2	51.9	25.6	1.3	41.0	Yes	Yes
Full-pay meals	342	98.2	6.6	36.9	49.2	7.3	70.7	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	520	98.7	17.6	44.9	22.4	15.1	54.1	Yes	Yes
<b>Gender</b>									
Male	263	98.9	18.2	43.4	20.2	18.2	57.0	N/A	N/A
Female	257	98.4	17.0	46.4	24.7	11.9	51.1	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	281	99.3	10.1	41.2	28.8	19.9	66.3	Yes	Yes
African American	160	96.9	32.6	51.1	12.1	4.3	31.2	Yes	Yes
Asian/Pacific Islander	26	100.0	0.0	20.8	37.5	41.7	95.8	I/S	I/S
Hispanic	47	100.0	25.0	60.0	10.0	5.0	32.5	Yes	Yes
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	458	100.0	13.6	45.4	24.6	16.4	58.1	N/A	N/A
Disabled	62	88.7	52.0	40.0	4.0	4.0	20.0	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	520	98.7	17.6	44.9	22.4	15.1	54.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	26	100.0	33.3	52.4	9.5	4.8	38.1	I/S	I/S
Non-Limited English Proficient	494	98.6	16.9	44.5	23.0	15.6	54.8	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	178	97.8	29.7	49.4	13.9	7.0	37.3	Yes	Yes
Full-pay meals	342	99.1	11.6	42.6	26.6	19.1	62.4	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	520	99.2	33.1	39.1	14.3	13.5	27.9
<b>Gender</b>							
Male	263	98.9	33.2	39.3	10.7	16.8	27.5
Female	257	99.6	32.9	38.8	18.1	10.1	28.3
<b>Racial/Ethnic Group</b>							
White	281	99.6	22.1	40.4	17.6	19.9	37.5
African American	160	99.4	50.7	37.7	8.2	3.4	11.6
Asian/Pacific Islander	26	100.0	8.3	45.8	20.8	25.0	45.8
Hispanic	47	95.7	56.4	30.8	10.3	2.6	12.8
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	458	99.1	28.5	40.7	16.2	14.6	30.8
Disabled	62	100.0	67.9	26.8	0.0	5.4	5.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	520	99.2	33.1	39.1	14.3	13.5	27.9
<b>English Proficiency</b>							
Limited English Proficient	26	92.3	50.0	40.0	10.0	0.0	10.0
Non-Limited English Proficient	494	99.6	32.3	39.0	14.5	14.1	28.6
<b>Socio-Economic Status</b>							
Subsidized meals	178	98.9	50.0	37.5	8.1	4.4	12.5
Full-pay meals	342	99.4	24.6	39.9	17.4	18.1	35.5

<b>Social Studies</b>							
All Students	520	99.0	22.9	44.4	19.2	13.5	32.7
<b>Gender</b>							
Male	263	98.9	21.3	43.0	18.0	17.6	35.7
Female	257	99.2	24.6	45.8	20.3	9.3	29.7
<b>Racial/Ethnic Group</b>							
White	281	99.6	16.5	41.9	22.1	19.5	41.6
African American	160	98.8	32.4	49.0	14.5	4.1	18.6
Asian/Pacific Islander	26	100.0	12.5	41.7	16.7	29.2	45.8
Hispanic	47	95.7	38.5	43.6	17.9	0.0	17.9
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	458	98.9	18.2	46.2	20.5	15.1	35.6
Disabled	62	100.0	58.9	30.4	8.9	1.8	10.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	520	99.0	22.9	44.4	19.2	13.5	32.7
<b>English Proficiency</b>							
Limited English Proficient	26	92.3	35.0	55.0	10.0	0.0	10.0
Non-Limited English Proficient	494	99.4	22.4	43.9	19.6	14.1	33.7
<b>Socio-Economic Status</b>							
Subsidized meals	178	98.3	30.8	51.6	11.9	5.7	17.6
Full-pay meals	342	99.4	19.0	40.8	22.7	17.4	40.2

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	156	100.0	17.1	31.5	43.2	8.2	51.4
	4	181	98.9	18.9	39.6	40.3	1.3	41.5
	5	197	100.0	18.3	47.8	31.7	2.2	33.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	178	97.8	8.1	39.8	46.0	6.2	52.2
	4	161	96.9	13.2	37.5	45.1	4.2	49.3
	5	181	98.3	13.1	47.6	33.9	5.4	39.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	156	100.0	19.9	48.6	20.5	11.0	31.5
	4	181	100.0	19.3	37.3	28.0	15.5	43.5
	5	198	100.0	19.3	44.9	20.3	15.5	35.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	178	98.9	16.6	52.1	23.3	8.0	31.3
	4	161	98.8	21.2	32.2	24.7	21.9	46.6
	5	181	98.3	15.5	48.8	19.6	16.1	35.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	156	100.0	37.0	39.0	17.8	6.2	24.0
	4	181	100.0	34.2	33.5	18.0	14.3	32.3
	5	197	100.0	39.2	30.1	16.1	14.5	30.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	178	98.9	40.2	47.0	8.5	4.3	12.8
	4	161	99.4	31.1	24.3	22.3	22.3	44.6
	5	181	99.4	27.8	44.4	13.0	14.8	27.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	156	100.0	23.3	49.3	17.1	10.3	27.4
	4	181	100.0	16.1	44.7	23.0	16.1	39.1
	5	197	100.0	33.3	35.5	19.9	11.3	31.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	178	98.3	16.6	55.2	20.9	7.4	28.2
	4	161	99.4	27.0	29.7	23.0	20.3	43.2
	5	181	99.4	25.4	46.7	14.2	13.6	27.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 1,104)</b>				
First graders who attended full-day kindergarten	94.1%	Down from 100.0%	100.0%	100.0%
Retention rate	1.8%	Down from 3.0%	2.0%	2.8%
Attendance rate	97.0%	Up from 96.8%	96.8%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.5%	Up from 1.1%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.3%	Up from 0.4%	0.0%	0.0%
Eligible for gifted and talented	14.7%	Down from 16.4%	17.3%	10.4%
On academic plans	35.9%	N/AV	24.0%	33.6%
On academic probation	18.4%	N/AV	1.1%	1.0%
With disabilities other than speech	5.8%	Down from 6.9%	7.5%	7.5%
Older than usual for grade	0.2%	Down from 0.8%	0.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 65)</b>				
Teachers with advanced degrees	55.4%	Up from 49.2%	57.0%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.7%	N/A	1.8%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	92.7%	Down from 96.3%	89.3%	87.3%
Teacher attendance rate	94.6%	Down from 96.0%	95.0%	94.9%
Average teacher salary	\$43,233	Up 2.3%	\$44,120	\$42,485
Prof. development days/teacher	13.6 days	Up from 8.7 days	11.9 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 22.6 to 1	20.2 to 1	18.6 to 1
Prime instructional time	90.1%	Down from 91.4%	90.4%	89.7%
Dollars spent per pupil*	\$4,642	Up 9.9%	\$5,915	\$6,557
Percent of expenditures for teacher salaries*	67.2%	Down from 68.6%	66.0%	64.0%
Percent of expenditures for instruction*	71.0%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 91.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2005-2006 school year was one of great success for Mauldin Elementary School. We made significant progress in all areas of our five-year plan. A number of positive changes were made and new initiatives were added to better serve our students.

Before the school year began, we hired a full-time science teacher to serve all students and assist in aligning the science curriculum with classroom teachers. In addition, we added a reading teacher to work with our younger students.

Our opening of school celebration was truly a community event and was a wonderful way to begin the school year. Many of our school partners were on hand to volunteer and many more contributed to the success of the event through their donations. Each student received a t-shirt with our RESPECT theme and everyone participated in the food and the fun.

We successfully implemented a Positive Behavior System to reward students for making good choices. This system proved very successful throughout the school year. Improvements have been planned for the 2006-2007 school year to make it even better.

More than 100 computers were added to our classrooms this year. Kindergarten classes now have three computers for student use and all other classes have four. In addition to enhancing the integration of technology into the classroom, the computers, along with software purchased last year, provide opportunities for remediation and enrichment for students in math and language arts.

Morning tutoring for third, fourth, and fifth grade students was expanded this year in order to serve more students, and some changes were made to ensure each student received the maximum benefit. We also started a peer-tutoring program that paired our older Beta Club students with our younger students in order to provide extra help in math and language arts.

Summer school was expanded to include students in every grade level. In addition, summer school was held at the end of the summer break to better prepare students for the coming school year.

The 2005-2006 school year came to a close with our faculty attending a three-day workshop on curriculum integration. Our teachers came away from this training with a great deal of excitement about the possibilities for improved student learning. We are all looking forward to implementing this in the 2006-2007 school year.

We all worked hard this year to bring the very best educational opportunities to each and every student at our school. We are fortunate to have great parent and community support that allows us to make these opportunities available, and we look forward to the continued success of our students and our school.

Michael J. Parker, Principal  
Linda Rickert, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	64	170	119
Percent satisfied with learning environment	93.8%	90.5%	89.6%
Percent satisfied with social and physical environment	96.9%	88.0%	88.9%
Percent satisfied with school-home relations	93.8%	87.4%	86.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.